

**LANGUAGE ATTITUDES AND ENGLISH LEARNING
BEHAVIORS OF LOW ENGLISH PROFICIENT STUDENTS AT
FACULTY OF EDUCATION, CHAMPASAK UNIVERSITY**



**Arranged to meet requirements in order to achieve a master degree in
Language Studies**

by:

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**POST GRADUATE PROGRAM
MAGISTER OF LANGUAGE STUDIES
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2019**

APPROVAL

**LANGUAGE ATTITUDES AND ENGLISH LEARNING BEHAVIORS OF
LOW ENGLISH PROFICIENT STUDENTS AT FACULTY OF
EDUCATION, CHAMPASAK UNIVERSITY**

PUBLICATION MANUSCRIPT

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APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION
LANGUAGE ATTITUDES AND ENGLISH LEARNING BEHAVIORS OF
LOW ENGLISH PROFICIENT STUDENTS AT FACULTY OF
EDUCATION, CHAMPASAK UNIVERSITY

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Has been examined by the board of examiners on March 12th, 2019.
All feedback, corrections, and suggestions recommended by the examiners have been
considered and revision has been accordingly made by the student.

The board of examiners certify that the publication manuscript is eligible for submission.

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LANGUAGE ATTITUDES AND ENGLISH LEARNING BEHAVIORS OF LOW ENGLISH PROFICIENT STUDENTS AT FACULTY OF EDUCATION, CHAMPASAK UNIVERSITY

Abstract

This study aimed to investigate low English proficient students regarding 1) their attitude toward learning English, 2) their English learning behavior, and 3) the relationships between their language attitude and their English learning behaviors. The method of this study was a mixed methods research, the data were obtained from the student's observations and questionnaires. Mean, standard deviations and correlation coefficient were employed in the data analysis. The main results were as follows. 1) Attitude toward English learning that included (a) students' behavioral attitude toward learning English was positive ($\bar{X}=2.83$), (b) students' cognitive attitude toward learning English was positive ($\bar{X}=3.19$), and (c) students' emotional attitude toward English learning was positive ($\bar{X}=3.54$). 2) Students' learning behavior in English learning was sometimes practiced, these behaviors included (a) students' learning behavior outside class ($\bar{X}=3.17$), and (b) students' learning behavior inside the class ($\bar{X}=3.58$), and ($\bar{X}=2.91$). 3) The relationship between language attitude and English learning behaviors was found at low positive relationship level ($r=0.248$). Based on the correlation results, it can be inferred that positive attitudes of low English proficient students in this study were not the predictors of good English learning behaviors which can motivate them to succeed in English language learning.

Keywords: Language attitude, English learning behavior, participants, English learning, correlation.

Abstrak

Penelitian ini bertujuan untuk menyelidiki mahasiswa dengan kemampuan berbahasa Inggris rendah mengenai 1) sikap mereka terhadap belajar bahasa Inggris, 2) perilaku belajar bahasa Inggris mereka, dan 3) hubungan antara sikap bahasa mereka dan perilaku belajar bahasa Inggris mereka. Metode penelitian ini adalah metode penelitian campuran, data diperoleh dari observasi dan angket mahasiswa. Berarti, standar deviasi dan koefisien korelasi digunakan dalam analisis data. Hasil utama adalah sebagai berikut. 1) Sikap terhadap pembelajaran bahasa Inggris yang mencakup (a) sikap perilaku mahasiswa terhadap pembelajaran bahasa Inggris adalah positif ($\bar{X}=2.83$), (b) sikap kognitif mahasiswa terhadap pembelajaran bahasa Inggris adalah positif ($\bar{X}=3.19$), dan (c) sikap emosional mahasiswa terhadap pembelajaran bahasa Inggris adalah positif ($\bar{X}=3.54$). 2) Perilaku belajar bahasa Inggris mahasiswa terkadang merupakan perilaku yang termasuk (a) perilaku belajar mahasiswa di luar kelas ($\bar{X}=3.17$), dan (b) perilaku belajar mahasiswa di dalam kelas ($\bar{X}=3.58$), dan ($\bar{X}=2.91$). 3) Hubungan antara sikap bahasa dan perilaku belajar bahasa Inggris ditemukan pada tingkat hubungan positif yang rendah ($r=0.248$). Berdasarkan hasil korelasi, dapat disimpulkan bahwa sikap positif siswa dengan kemampuan berbahasa Inggris rendah dalam penelitian ini bukan merupakan

prediktor perilaku belajar bahasa Inggris yang baik yang dapat memotivasi mereka untuk berhasil dalam pembelajaran bahasa Inggris.

Kata kunci: Sikap bahasa, perilaku belajar bahasa Inggris, Mahasiswa, pembelajaran bahasa Inggris, korelasi.

1. INTRODUCTION

Currently, the English language is needed to be learned in public and private schools, colleges and universities although in other institutions in Laos especially in the capital, central of provinces throughout the country. On the opposite hand, English is one of the mandatory subjects in public schools. It should be started from the 1st year of lower secondary till higher secondary instructional levels.

According to Kara (2009), language attitude is an attitude toward a language and the speakers of that language, and Language attitude has three components such as the behavioral, cognitive, and emotional aspect of attitudes.

Behavioral attitudes include how people behave and respond in specific situations. In fact, language learning has succeeded in gaining or adopting a variety of behavioral patterns in which students use language as their first language to identify themselves and characterize the target language community members (Kara, 2009).

Cognitive attitude includes language learners' belief in the knowledge and understanding that is accepted in the language learning process. Cognitive attitudes can be categorized into four stages: connecting previous knowledge with new knowledge, creating new knowledge, identifying new knowledge, and applying new knowledge in a variety of situations (Kara, 2009).

Emotional attitude is influenced by other emotional factors." Teachers and students participate in a variety of emotional activities, and the varied fruits of emotions are yields. It helps you express whether they like or dislike the surrounding situation (Feng, R., & Chen, H. 2009).

Kara (2009) stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Specifically, positive attitudes of language students can help motivate students to improve strategies

or behaviors including ways of language learning to be effective, this will influence the accomplishment of language learning.

Conversely, negative beliefs may lead to class anxiety, low cognitive achievement, and negative attitudes. So, if a student does not have an interest and tendency in obtaining a target language to communicate with others, this student will have a negative attitude and will not be motivated and enthusiastic in learning a language. Therefore, the attitude of learners can be included in language learning because it can affect their performance in obtaining the target language (De Bot, 2005).

Richards & Platt (1992), learning behaviors is a practical strategy that learners apply as a tool in learning a foreign language or a second language. This type of behaviors facilitates learning a language, a learner performs his/her learning behaviors appropriately tend to achieve in learning performance. The correct learning behaviors encourage learners in learning and more understanding of information. This attributes to learn English improvement and reach an achievement.

O'Mally, J.M. & Chamot, A.U. (1990) explained the learning behaviors is a learning strategy that a learner applies to handle their learning and use it in learning a language increasing learning achievement. The strategy of applying learning behaviors to succeed in learning a target language. According to Weinstein, Claire E. & Palmer, R. David. (2002) stated Low English proficient students attributed to learning achievement. They failed to accomplish learning because they misbehaved and appropriately apply to use learning strategies in learning.

Holland et al., (2002) who planned that the positive attitudes moderated this relationship so that positive attitudes guide negative learning behavior and negative attitudes follow good learning behavior. Nevertheless, in order to investigate the relationship between language attitudes and English learning behavior, as well as the other associated concepts, it is essential to be able to measure this concept. This study is concerned with the relationship between language attitudes and behavior in English learning.

Many studies have been conducted to explore the nature of students' attitudes towards learning English and English learning behavior that compared with the studies concerning the attitudes of learners toward English learning such as Acheron (2015) study

also found that there is no significant correlation between students' attitudes and behaviors toward AGCT (Advanced Grammar and Composition Teaching). In this regard, college students who take the grammar and advanced course must be eager to understand and be prepared to do so in various activities in the field of morphology, phonology, grammar and usage, and mechanics and composition writing through teachers' varied methods, strategies, research and integration, and Shams (2008) conducted a study attempting to investigate students' attitudes, motivation and anxiety towards the learning of English. The findings underlined that the students had affirmative attitudes and high enthusiasm for English.

However, this research is similar with other previous studies that based on the attitude toward learning English and English learning behavior, but there are different something such as the research place, the object of the study, the method to find language attitude and English learning behaviors, the different theory, and strategy of analysis. Moreover, this research shows the similarities and difference of language attitude and English learning behaviors that are different from other previous studies. They found the only attitude toward English learning, motivation, behaviors in English learning, but they didn't compare the relationship of language attitude and English learning behaviors. This research is the first in Champasak University to study in students' attitude toward English learning and students' behavior in English learning of low English proficient students.

The researcher took some theories to find out the language attitude and English learning behavior, because they are appropriate this research in English learning, in language attitude, there is the behavioral, cognitive, and emotional attitude toward learning English. English learning behavior, there is behavior learning outside and inside the class. This research is significant for improving in English learning especially the lecturers will know the students' needs and their individual differences and they will improve their learning strategy to build up the positive attitude and positive learning behaviors of students toward a target language. The students will get more benefit in this research to motivate them to practice more in English learning. It is one of the guidelines to find the language attitude and English learning behavior, and it is the deviance to support their researches.

This current study focused on three objectives that are interested to find out. First, the researcher would study the kinds of attitudes towards learning English. Second points, to study the behaviors in learning English and the third point, to study the relationship between language attitudes and English learning behavior of students at the Faculty of Education, Champasak University. The study focuses on low English learning proficient students.

2. METHOD

The method of this study was a mixed methods design. According to Teddlie et al., (2003), mixed methods employing the combination of quantitative and qualitative approaches that has gained popularity in the social and human sciences research in the past twenty years. The mixed method design is more than simply collecting and analyzing both kinds of data, it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either quantitative or qualitative research. This study point about the mixed method design was of crucial value in this study, given the fact that quantitative data from questionnaire that provided about language attitude and English learning behavior of the students, and qualitative data was the observation of the students that provided an in-depth understanding of their language attitude and English learning behavior in English learning.

In this research, the purpose of this study was to study attitudes towards learning English, behaviors in learning English and relationship between language attitudes and English learning behavior of low English learning proficient students at Faculty of Education, Champasak University. The subject of this research was the students of the second years at Faculty of Education, Champasak University academic year 2018-2019. The researcher selected 45 students, males were 13, and females were 32 as the sample because it was easy to focus their language attitude and learning behavior in English learning.

In this study, the researcher used two kinds of instruments were observation and questionnaire. The first instrument used in this study was observation. The observation was the most basic method for obtaining data in qualitative research. The researcher marked a check sign (✓) in the observation sheet and took note to record the data in the observation, and the second instrument used in this study was a questionnaire. In

analyzing data, there were three techniques namely, the first process analyzed data from the observation by comparing to the theory of language attitude and English learning behaviors of low English proficient students. The second process analyzed data from the questionnaire by using statistic program (SPSS) to calculate Mean and Standard Deviation of Language attitudes and English learning behaviors, and the last process analyzed from Pearson Product Moment Correlation of the relationship between Language attitudes and English learning behavior.

3. FINDING AND DISCUSSION

3.1 Research Finding

3.1.1 Attitudes towards Learning English

3.1.1.1 Behavioral Attitude towards English Learning

According to the observation of those days, the researcher seemed that the skillful of questioning can motivate students to encourage in higher level behavioral attitude toward learning English. It can help to improve their ability for learning by encouraging students in question and answer conversations when learning English in the classroom. Most students had a positive behavioral attitude that they did not feel embarrassed to speak English in the classroom. The results of the analysis from the questionnaire are summarized in Table 1.

Table 1. Mean and standard deviations of behavioral attitude toward English learning

No	Statement	\bar{X}	SD	Mean
1	Students feel worried if they speak English anywhere.	3.13	1.52	Slightly agree
2	Studying English helps them to have good relations with friends	4.11	0.78	Agree
3	When a student sees a friend in class speaking English well, he/she like to practice speaking with him/her	3.51	1.14	Agree
4	Studying English helps them to improve their knowledge	4.31	0.73	Agree
5	Students put off their English homework as much as possible	2.47	1.58	Slightly disagree
6	Students feel worries whenever they have to speak in the English classroom	2.96	1.38	Slightly agree
7	Students feel ashamed to speak English in front of other students.	2.04	1.59	Slightly disagree

8	Students don't like to practice English with native speakers	1.71	1.44	Slightly disagree
9	When students absent the class, they never ask their friends or lecturers for the homework on what they have been taught	1.78	1.57	Slightly disagree
10	Students don't feel excited to come to class when English is being taught in class	2.24	1.82	Slightly disagree
Overall		2.83	1.36	Slightly Agree

Based on the observation and questionnaire of the finding found that the most students had the positive behavioral attitude toward English learning that demonstrated that students try to absorb themselves in the course and learn more, and students are observed to be more enthusiastic in problem-solving, get useful information and skills.

3.1.1.2 Cognitive Attitude towards English Learning

According to from observation of those days, the researcher seemed that the lecturer accepted students' opinion in discussion and answering the questions. The students were free to utter their opinion. In the discussion, the class more active because most students were coming to give their opinions in English learning. The researcher found the fact that the students who good in English learning were able to create new thought or ideas to study more about other languages such as Chinese, Vietnamese, Indonesia, English, and etc. Another interesting finding was the students seem to understand and have more knowledge of the instructions given by the lecturer. The results of the analysis from the questionnaire are summarized in Table 2.

Table 2. Mean and standard deviations of cognitive attitude toward English learning

No	Statement	\bar{X}	SD	Mean
11	Having a good knowledge of English will help students study other subjects well	3.98	1.08	Agree
12	Students think that they have more knowledge and more understanding when studying English	3.20	1.08	Slightly agree
13	Students study English just only pass the exams	1.36	1.30	Disagree
14	In their opinion, people who can speak more than one language are very knowledgeable	4.16	1.07	Agree
15	Studying English helps them speak or communicate in English effectively	4.09	0.73	Agree

16	Students cannot use the knowledge from English subject in my real life	2.36	1.48	Slightly disagree
17	Studying English can make them create new thoughts	3.91	0.90	Agree
18	Students not satisfied with their presentation in English subject	2.47	1.46	Slightly disagree
19	In their opinion, the English language is very difficult and complex to learn	2.51	1.25	Slightly agree
20	English subject has the content that covers many fields of information	3.84	1.11	Agree
Overall		3.19	1.15	Slightly Agree

Based on the observation and questionnaire of the finding showed that most students have had positive cognitive attitudes toward learning English that the participants recognize the importance of learning English in the area of communicating effectively.

3.1.1.3 Emotional Attitude towards English Learning

According to from observation of those days, the researcher seemed that sometimes lecturer gave encouragement and praised to all students in doing English speaking activities when learning English in the class. The encouragement and praised were sometimes in Lao and English. The use of English expressions like very good, great, good job, excellent, perfect, and that is great to students. The researcher found that most students feel enthusiastic to come to class and they showed interest and enjoyed in doing in the activities presented by the lecturer. The results of the analysis from the questionnaire are summarized in Table 3.

Table 3. Mean and standard deviations of emotional attitude toward English learning

No	Statement	\bar{X}	SD	Mean
21	Students favor studying in their mother tongue rather than a foreign language	2.56	1.44	Slightly agree
22	Students really have a little bit of interest in their English class	1.98	1.31	Slightly disagree
23	Students don't get nervous when they have to answer questions in English class	3.20	1.52	Slightly agree
24	Studying foreign languages like English is agreeable and English enable to raise knowledge in other fields	4.04	1.30	Agree

25	Students expect to learn English encourage them to make progress in learning.	4.33	0.83	Agree
26	Studying English subject makes them feel more confident when they communicate with native speakers	3.93	1.12	Agree
27	Students interested in studying English inside and outside the classroom	4.09	1.08	Agree
28	Knowing English is a significant aim in their life	3.91	1.18	Agree
29	Students look forward to the free time that they can spend the time to study English	3.73	1.03	Agree
30	Studying English makes them have good feelings to study more in other languages	3.67	1.19	Agree
Overall		3.54	1.20	Agree

Based on the observation and questionnaire of the finding showed that most of the participants in this study had a positive emotional attitude and wished to speak English fluently. This finding highlights the importance of encouraging the students to participate in collaborative dialogues and activities in which they can acquire the language effectively and this can enhance EFL learners to observe and assess their progress in learning the English language.

3.1.2 English Learning Behavior

3.1.2.1 Students' Learning Behaviors Outside Class

Based on observation of those days indicated that, before learning in English class, some students make a group of discussion the new lesson or sum up the homework before begin learning. Some students reviewed lesson and sum up what they learned in the classroom before beginning the new lesson, and sent their homework and reports on time before learning in class. The results of the analysis from the questionnaire are summarized in Table 4.

Table 4. Mean and standard deviations of Students' Learning Behaviors Outside Class

No	English language learning behaviors (N=45)	\bar{X}	SD	Mean
1	Students plan to set their schedule in learning English, reading a book, doing assignments and homework and etc.	2.36	1.19	Rarely

2	Students learn English outside the classroom before learning in the classroom	3.38	1.39	Sometimes
3	Students prepare their study before attending class, review old vocabulary and lesson, for example.	3.00	1.26	Sometimes
4	Students punctually hand in homework and reports	3.93	1.32	Often
Overall		3.17	1.29	Sometimes

Based on the observation and questionnaire of the finding showed that that learning behavior of students in outside of the classroom is sometimes practical, and most of the students were unprepared and did not review or study by themselves.

3.1.2.2 Students' Learning Behaviors Inside Class

Based on observation of those days indicated that All students were paying attention to learn English. Then, students open the book and listen the lecturer explain the new material or topic of the new lesson loudly and clearly to ensure that the students understood about the materials they were learning, and there were a lot of ways to end of the lesson. The researcher found that, the students who have good learning behaviors always had confident in performing when learning English that students showed that they felt good after reading their paragraph and showing their role play in speaking activities mostly, because the lecturer appreciated their job and their peers showed support when they had a mistake here and there, and they will receive the comments of lecture for improving in the next time. The results of the analysis from the questionnaire are summarized in table 5, and table 6.

Table 5. Mean and standard deviations of Students' Learning Behaviors Inside Class

No	English language learning behaviors (N=45)	\bar{X}	SD	Mean
1	Students always attend English class	3.98	1.16	Often
2	Students try to sit next to intelligent students when they learn English	3.73	1.23	Often
3	Students pay attention to learning English	4.24	1.03	Often
4	Students feel enthusiastic when learning English	3.56	1.31	Often

5	Students practice to concentrate on learning English	2.98	1.34	Sometimes
6	Students pay attention to lecture when lecturers are giving their speech	3.84	1.15	Often
7	Students take note keywords of lecturing	3.18	1.42	Sometimes
8	Students answer lecturer question when he/she asks	3.02	1.29	Sometimes
9	Students take note English vocabulary	3.67	1.15	Often
Overall		3.58	1.23	Often

Table 6. Mean and standard deviations of Students' Learning Behaviors Inside Class

	English language learning behaviors (N=45)	\bar{X}	SD	Mean
1	Students review lesson and sum up what they learned in the classroom	2.73	1.18	Sometimes
2	Students do homework and report by themselves.	3.38	1.43	Sometimes
3	Students make a group of lesson revision when they are going to test	3.20	1.27	Sometimes
4	Students take an extra class after school	2.51	1.67	Sometimes
5	Students practice four English skills by themselves	3.02	1.47	Sometimes
6	Students practice their pronunciation by using media	2.70	1.64	Sometimes
7	Students look for friends who are native speakers to practice English through the internet	2.22	1.80	Rarely
8	Students bring their knowledge that they learn from the classroom to use in real life	3.09	1.50	Sometimes
9	Students recite vocabulary and try to remember grammar structure	2.96	1.49	Sometimes
10	Students summarized lesson in their own words	2.89	1.43	Sometimes
11	Students ask lecturers question for clarification when they meet problems	3.29	1.36	Sometimes
Overall		2.91	1.48	Sometimes

Based on analyzed from observation and questionnaire result of English learning behavior above, it can be said that most students liked learning inside the classroom more than outside the class. The learning behavior of students outside of the classroom is sometimes practical, and most of the students were unprepared and did not review or study by themselves outside of class time. Besides that, students do not understand the principles of the instructions when learning outside the class, because they often understand that learning takes place in the classroom.

3.1.3 Relationship Between Language Attitude And English Learning Behavior

The study found that the relationship between attitudes toward learning English and English learning behaviors, there is a positive correlation statistically average at the 0.01 that have the relationship at 0.248 was a low positive relationship. a) The relationship between behavioral attitude toward learning English and English learning behavior of students with low English proficiency was low negative relationship at -0.213, b) the relationship between cognitive attitude toward learning English and English learning behavior of students with low English proficiency was no relationship at 0.148, and c) the relationship between emotional attitude toward learning English and English learning behavior with low English proficiency was strong positive relationship at 0.687.

The results in this study found that having a positive attitude towards learning English for students with low English proficiency is not an incentive or an indicator of good English learning behavior. So, the positive attitude that students with low English proficiency have, may not help motivate or influence the students to improve their learning behavior into the success in learning English.

3.2 Discussion

3.2.1 Attitude Toward Learning English of Low English Proficient Students

The finding of this study found that the students had positive behavioral, cognitive, and emotional attitude that consistent with Kara (2009) propose that attitude toward learning English is a great way to improve the language skills of students because students have the desire to create a sense of belonging and to be part of a society or a community of languages for the benefit of interactions that is consistent with previous finding of Shams' (2008) work that students had affirmative attitudes and high enthusiasm towards English. This also highlighted that most of them showed positive attitudes towards the English

language and its learning which, in turn, emphasized the value of English language efficiency in daily life.

However, the current study of the research, the researcher assumed that the students with low English proficiency have a good attitude towards learning English, but at the same time, they are not trained or have a lot of English learning behaviors in learning English, they may be from the source of the lecturer's teaching, and many students may not be aware of the importance or necessity of English at the present time.

3.2.2 English Learning Behavior Of Low English Proficient Students

The study found that the results of English learning behavior showed that the overall English learning behavior of the students was a moderate level ($\bar{X} = 3.20$). The finding is in line with Omally, J. M. & Chamot, A. U. (1990) the theory explained that the learning behaviors is a learning strategy that a learner applies to handle their learning and use it in learning a language increasing learning achievement. The strategy of applying learning behaviors to succeed in learning a target language.

In this research, the researcher assumed that the behavior in learning English of students that often practiced more than other behaviors were the effort to learn, attend an English class, pay attention, send homework or reports, and followed the directions of the activities. Most students interested in English, they have the intention to learn and to take note of what lecturer taught. It includes the willingness to answer questions, ask questions, and collaborate on doing activities.

In the current study of this research, the researcher assumed that some of the students with low English proficiency was partly due to lack of using appropriate strategies in learning English that consistent with line theory of Weintin, C. E. & Palmer, R. D. (2002) stated that low English proficient students attributed to learning achievement. They failed to accomplish learning because they misbehaved and inappropriately apply to use learning strategies in learning. Students lack the ability to learn and speak English with other people or native speaker. Lack of planning to set schedule in learning English, Lack of motivation comes from intention in their own needs.

3.2.3 Relationship Between Language Attitude And English Learning Behavior Of Low English Proficient Students

The study found that the relationship between attitudes toward learning English and English learning behaviors, there is a positive correlation statistically average at the 0.01 that have the relationship at 0.248 was a low positive relationship.

The finding is supported by Aceron (2015) study also found that there is no significant correlation between students' attitudes and behaviors toward AGCT (Advanced Grammar and Composition Teaching). In this regard, college students who take the grammar and advanced course must be eager to understand and be prepared to do so in various activities in the field of morphology, phonology, grammar and usage, and mechanics and composition writing through teachers 'varied methods, strategies, research, and integration.

In the current study, the researcher assumed that this is a good attitude, but not an indicator of good learning behavior because this research indicates that some students showed interest in learning English by showing their behavior in studying such as answering questions or asking questions, taking notes while teaching, and collaboration in early classroom activities, but they had inappropriate learning behavior, such as not being able to devote enough time to study English. Lack of planning to set schedule in learning English, Lack of motivation comes from intention in their own needs. Moreover, the finding of the observation and questionnaire data showed that most students came to study not only need to pass the exam, but they can use the knowledge from English subject to gain knowledge and can use English in real life. The finding is not consistent with line theory of Holland et al., (2002) who planned that the positive attitudes moderated this relationship so that positive attitudes guide negative learning behavior and negative attitudes follow good learning behavior. Nevertheless, in order to investigate the relationship between language attitudes and English learning behavior, as well as the other associated concepts, it is essential to be able to measure these concepts.

However, the researcher assumed that it possible that students with low English proficiency in this research may not have the necessary urgency or really need to use English skills. So, the positive attitude that students have, may not help motivate or

influence the students to improve their learning behavior into the success in learning English.

4. CONCLUSION

Based on the research finding and discussion, the researcher found that language attitude consists of three kinds, namely: 1) Behavioral attitude toward learning English was positive (\bar{X} = 2.83), 2) cognitive attitude toward English learning was positive (\bar{X} =3.19), and 3) emotional attitude toward English learning was positive (\bar{X} =3.54). Then, English learning behavior, there are two categories of learning behavior, namely 1) students' learning behavior outside class was (\bar{X} =3.17), and 2) students' learning behavior inside class were (\bar{X} =3.58) and (\bar{X} =2.91). The last is the relationship between language attitude and English learning behavior, there was found at low positive relationship level (r =0.248), the positive attitudes can affect positive behaviors for some students. The good attitude that students have, it isn't an indicator of good learning behavior in English learning.

Based on the explanation above, low English proficient students tend to have negative feelings or fear regarding classroom instructions in their learning experience. The main causes have been included that student's lack of English foundation background, lack of confidence to use English because they are afraid of mistakes and shy feeling. Then the curriculum is inappropriate for helping students to improve their English proficiency, and the English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy, and students lack using appropriate strategies in learning English.

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